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Reforms, Prospects and Challenges

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INDONESIAN-MALAY LANGUAGE, ASEAN ECONOMIC COMMUNITY, AND ACADEMIC LINGUA FRANCA

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Abstract: This paper examines opportunity to use Indonesian-Malay Language (IML) as a lingua franca of ASEAN academic community. The result shows that the implementation of ASEAN Economic Community is an entrance to embody the idea due to de facto condition that ASEAN region is not different from the context prior to the implementation of Anglo-Dutch Treaty in 1824 with Malay as the lingua franca. The transformation IML into lingua franca can be carried out through the ASEAN University Network. Involving IML as an integral part of all formal agreements made, establishing of double degree programs, and publishing network with Indonesia-Malay-language publications are the initial works to embody IML B as ASEAN academic lingua franca.

Keywords: lingua franca, Indonesian-Malay Language (IML), ASEAN Economic Community (AEC), ASEAN University Network

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A. Introduction

The implementation of ASEAN Economic Community Society in 2015 opens up opportunities for Indonesian-Malay Language (IML) to become the lingua franca in the ASEAN countries. IML historical root, which cannot be separated from Malay context, is an important factor of the acceptance of IML as a lingua franca in all countries of Southeast Asia. Moreover, this idea is in line with the increasing of anxiety on the fading or failure of Malay preservation in some countries, such as Malaysia, Singapore, and Brunei Darussalam.

It is not arguably that English has dominantly become lingua franca in ASEAN community. By using Fishman's perspective, English has been placed as "nationism" and "nationalism" by most community members (Fishman: 39-51; Fishman: 97 -104). English is nationism in a sense that society has deliberately uses English as a medium of communication in sectors of administration, including in the field of education across the member states. Meanwhile, English as nationalism occurs when ASEAN community, in communicating with members of other communities of different origins of ethnicity, nationality, and state, prefer to use English rather than their native language, formally and informally.

The use of English in the context of nationism and nationalism in the ASEAN region is important to debate. ASEAN is an area that was once bound together by a shared language of Malay. Malay is still maintained until today, and Malaysia, Brunei Darussalam, and Indonesia uses it as the official language of the State. In some other countries, such as Singapore, Thailand, the Philippines there are still many speakers or people who use Malay language as their mother tongue.

The implementation of MEA is a momentum to restore the role of IML as lingua franca in ASEAN region. At least, IML has a great opportunity to be medium of formal

communication among the academic community or educational institutions network in all member countries. It is undeniable that the idea transformation of IML into a common language in academic environment has been pioneered by some institutions that have the same idea.

However, the idea is almost "going nowhere", because it has not found the right momentum. In addition, the transformation does not put the entire members of the ASEAN countries as parties with the same role. This can be seen from the transformation of the idea of Majelis Bahasa Brunei Darussalam-Indonesia-Malaysia (Assembly of Language of Brunei Darussalam-Indonesia-Malaysia/MABIML) which placed only Singapore as an observer country. Meanwhile other ASEAN members are not involved at all in the activities of the transformation.

B. ASEAN's Academic Lingua Franca

Academic Lingua franca in some studies and researches is used to describe the use of language in academic situations in educational institutions involving the speakers of various languages. For example, the use of English as a tool to communicate both within and outside the lectures at several universities in the country that open international classroom. Certainly, international class involves cross-country students and, of course, variety of native languages.

Theoretically, lingua franca is a linguistic terminology which has the basic meaning "language of instruction" or "lingua franca" somewhere in it, with speakers of different languages (Takari:2012:1). Lingua franca also refers to "common language" or "auxiliary language", for its role "serving as a means of communication Among speakers of different languages" (Barotchi: 2001: 503). In UNESCO decision on "Vernacular Language" in 1953, lingua franca is defined as "a language the which is used habitually by people Whose mother tongues are different in order to facilitate communication between them" (Barotchi: 2001: 503).

In our country, lingua franca is paired with the term *basantara* which stems from a combination of two technical vocabulary "base" or language and "between". Terminologically, *basantara* means intermediary or language between the various groups of different languages. For example, Madurese language becomes the lingua franca for fishermen of different language speakers who usually land at the port of Probolinggo, East Java. They come from different areas of the country, Madura, Kalimantan, and some areas in Java. However, when they decide to land and sell their fish at the fish auction near the port, they use Madurese as a means of communication.

In academic environment of ASEAN Countries, there is a strong tendency to eliminate the position of Indonesian -Malay Language (IML) as lingua franca. In Indonesia, for example, at the level of primary and secondary education, there is International Class Program (ICP) which no longer uses IML as a communication tool in the academic environment. On the contrary, there is a strong tendency in the academic setting of ICP to use English as its lingua franca. Interestingly, ICP is not only be implemented in institutions of secondary education, but also in basic education of Elementary School (MI) / Elementary School (SD).

In the academic environment of higher education, the phenomenon of shifting IML as a lingua franca with English is higher. Most major universities in Indonesia have a strong

tendency to shift the IML as its academic lingua franca. It is signed by a strong desire of the organizers to create international class. The implementation of the classes or international programs, for them, is an important indicator of the quality of education they manage.

In the official website of the University of Indonesia (UI) Jakarta (lontar.ui.ac.id), for example, from the data obtained, this education institution has opened a lot of international programs or classes. There are 14 study programs of study with special international class in UI in the various faculties, such as Economics, Accounting, Psychology, Communication Sciences, and Medicine. Similarly, Gadjah Mada University (UGM) Yogyakarta also opens international classes in five faculties, they are Faculty of Economics and Business (FEB), Law, Social Science and Political Science, Medicine, and Mathematics and Natural Sciences. In University of Padjadjaran (Unpad) Bandung, there are also international classes, especially in health faculty, such as General Medicine, Dentistry, and Pharmacy, and social sciences faculty, such as communication.

The international programs or classes above can be ascertained uses English as "academic lingua franca". Referring to Björkman (2013), academic communication in the process of international class is wholly in English, as the tendency prevailing in the universities in Northern Europe (Björkman: 2013). The process of admission (student recruitment), the entrance exam to final exams uses English as the medium language. In addition, some universities in Northern Europe also have a strong tendency to use English as "the language of publication", and even "increasingly becoming the language of instruction in a large number of institutions throughout continental Europe". In essence, English has become "a vehicular language through roommates first-language speakers from different backgrounds Communicate", therefore consciously forms academic settings which makes such language as "a lingua franca are by nature international " (Björkman: 2008:104).

The use of English setting as a lingua franca in academic environment, on the one hand, is not rejected as globalization is getting stronger. Moreover, if international programs or international class come from the country that does not have historical and cultural roots and with "Malay", it is too difficult to accept the process of education by using IML. However, there are certain situations that allow for not putting IML as a second language or language support, yet as the lingua franca of academia. The situation, for example, when cooperation network is formed between higher education involving institutions of higher educations in ASEAN countries.

C. Indonesian As ASEAN Academic Lingua Franca

The agreement on the formation of the ASEAN Economic Community marks exclusive zones of Southeast Asia. Borders between Member States is no longer clear, because all have been bound into a single market and production base (Directorate General of ASEAN Cooperation: 2009: 7). This agreement, in de jure condition, does not eliminate the substance of the agreement Britain and the Netherlands in March 1824. However, in de facto condition, the agreement separated Malay region and eventually ASEAN countries no longer exists (Hooker: 2003: 106-107).

Southeast Asia, in de facto condition, is not the same as the portrait of the Malays before the arrival of Western colonialism, Britain and the Netherlands. Although each remains a sovereign state, its residents possesses freedom to participate more actively

across borders. Part of the flexibility is cultivating back Indonesian-Malay (IML) which is no longer exclusive the official language of some country and the language of the region. It is important to remember that the IML speakers are scattered in various areas in Southeast Asia, including Indonesia, Singapore, Thailand, Brunei Darussalam, the Philippines, and in part the Malay community in Cambodia, Myanmar, Laos, and so on (Takari: 2012: 1).

Malay language possesses various differences between that in Indonesia (Indonesian) and other countries such as Singapore and Malaysia (Malay). However, the difference is not significant, because it basically has the same cultural and historical root, which is Malay language. Therefore, long time ago, the 3rd Congress of Language and Malay Correspondence in Singapore and Johor Bahru on 16 to 21 September 1956 also involves Indonesia. The decision of the Congress stated, "Malay and Indonesian language is differed only in name only, due to the political difference between Indonesia and Malay". In addition, "Indonesian language is the richest language with vocabulary of local words and those from Netherlands" (Ahmad: 1991: 5).

To support the argument above, Ahmad (1991: 6) proposed statements from some important figures in the country.

Bahasa Indonesia is the national language which is essentially taken from Malay (Soekarno).

A language named Indonesian language on its birth is not different from Malay language; the sentence construction and the words derived from Malay language; only added with new words (Muhammad Hatta).

Prior to the emerging of Indonesia nation, Indonesian language had been there. Indonesian language is Malay language; when Indonesia was more progressing, all regions equally became parts of Indonesia; then Malay was renamed as Indonesian language (Sutan Alisjahbana).

Indonesian grew from Malay, but not same as the Malay language. Indonesian is not same but also not different from Malay (Priyatna).

Indonesian language is not Malay language, yet a language that grew in Indonesia nature can be understood and used by all the people of Indonesia (Adi Negoro).

ASEAN University Network/AUN, involving popular higher education institutions in Southeast Asia, can be used as an important medium for embodying Indonesian-Malay language as ASEAN academic lingua franca. In addition to have a well-established network with renowned universities membership, AUN also receives strong support from stakeholders in each Member State.

AUN has had a long experience of establishing cooperation among universities in ASEAN countries. This network was historically formed in 1977 through "The First Meeting of the ASEAN Ministers of Education". Since then, the discourse on ideal model of "ASEAN University" started to emerge, although ultimately sank. 15 years later, in 1980s, "The ASEAN Development Education Project" or ADEP was developed with support from Australian government. The objective of this program is, "to Strengthen the the national capabilities through the sharing of expertise, experiences and resources in education". At the meeting of the fourth ASEAN Summit in 1992, the cooperation was expanded and brought the idea of the University of ASEAN through "Strengthen the existing network of higher education institutions in the region and Ultimately establish an ASEAN

University". In its development, at the meeting of the second ASEAN Subcommittee on Education (ASCOE) in 1994, "a draft charter for the ASEAN University Network was prepared, leading to the founding of AUN in November 1995" was proposed (Breekens: 2004: 39).

Regrettably, the idea of using Indonesian language-Malay language as ASEAN academic lingua franca has barely been touched. On the contrary, the stakeholders in the network more focus on quality assurance and accreditation of higher education institutions of the members. It can be seen from the background of the establishment of the ASEAN University Network-Quality Assurance Alliance (AUN-QA) in 1998 and the ASEAN Quality Assurance Network (AQAN) in 2008 to encourage the region meet the demands of quality standards in Southeast Asia.

In addition, there is a strong tendency of the parties involved in AUN, AUN-QA, and AQAN to always put English as academic the lingua franca rather than Malay-Indonesia. This is shown by the fulfillment of all the paperwork and preparation of guidelines for capacity assessment of university which is written entirely using English. More than that, regular meetings are held the third consortium which also uses English as its lingua franca.

Along with the implementation of MEA, reorientation of AUN main work program is open be carried out. ASEAN single market, which is the main purpose of the implementation of MEA involving many countries, requires a strong bond not only from the economic aspect but also historical and cultural aspects. The use of Indonesian-Malay can be important to form a bond that is not merely purely economic. Historical evidence shows that Indonesian language was not only successfully emerged as the lingua franca, but also bind all citizens who inhabit the Malay region.

At the earliest level, reorientation to use Indonesian-Malay Language as a lingua franca can be done by changing the entire format of the written agreement. It means that all institutional decision use English, yet includes a translation into IML. This writing model, for example, has been implemented in the form of formal agreements involving institutions of higher education in the State France. Although written in English format, French is not abandoned.

AUN can also reorient its role of a more concentrated on quality assurance into driving force to disseminate IML as a ASEAN community academic lingua franca. One of them is by holding a Double Degree Program (DDP) by using ILM as a major part of language publishing or instructional medium. This, of course, is very different from DDP developed in the country that is precisely its dominant academic atmosphere colored by English.

Of course, there are still so much work to be carried out the framework of making IML as ASEAN community's academic lingua franca, some of them are forming a network which intensively publishes textbooks and handbooks by using IML format, student exchanges through Double Degree Program, and so on. If the stakeholders have a strong commitment to restore IML as a ASEAN community's academic lingua franca, the big idea is very likely embodied.

D. Closing

The previous elaboration gives important evidence that the agreement of ASEAN Economic Community (AEC) can become the entrance and at the same time a great

opportunity to place or transform Indonesian-Malay Language (IML) as lingua franca of the public in Member States. In addition to its historical and cultural support, great opportunities are also based on the fact that many citizens still maintain IML as their first language.

The most possible way to do now is utilizing their network of universities in South-East Asia (ASEAN University Network) or AUN. At the very least, AUN is expected to be the driving force to disseminate IML as lingua franca in the academic community of ASEAN. The big support given by stakeholders or country to AUN and the experience of working together among universities across the country members is essential social capital essential to the transformation of IML to become lingua franca.

The model developed by institutions of higher education in France can be used a reference. Various international agreements involving them are written in the form of English without leaving French. Another driving force is Double Degree Program that uses IML as an academic lingua franca. Of course, there are still a lot of works of transformation to be done, including intensifying regional-scale publication of Southeast Asia by using Indonesian-Malay.

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